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ABSTRACT

A study compared a traditional text-oriented spelling program to a non-traditional word study spelling program on the basis of four characteristics: students' academic success, students' self-esteem, interest in spelling, and time spent on- and off-task. The sample group consisted of two third grade classes, and both spelling programs had been implemented since the beginning of the year. Eighteen students were in the traditional group, and 20 students were in the non-traditional group. An analysis of students' grades showed that below-level readers in the traditional group were much less successful than their below- level peers in the non-traditional class. The non-traditional students viewed themselves as better spellers and as more successful in spelling. Students in both groups were about equally likely to choose spelling as one of their two favorite subjects. Finally, students in both groups spent almost equal amounts of time on-task. (Seven graphs and seven tables of data are included. Appendixes include samples of teaching materials from both programs.) (Author/SR)

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A Traditional Text-Based Spelling Program

VS.

A Non-Traditional Word Study Spelling Program

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Running Head: Comparing Spelling Programs

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Comparing Spelling Programs

Abstract

The purpose of this study was to compare a traditional text-oriented spelling program to a non-traditional word study spelling program on the basis of four characteristics: students' academic success, students' self-esteem, interest in spelling, and time spent on- and off-task.

The sample group consisted of two third grade classes. There were 18 students in the traditional group and 20 students in the non-traditional group. Both spelling programs had been implemented since the beginning of the school year.

An analysis of students' grades shows that below-level readers in the traditional group are much less successful than their below-level peers in the non-traditional class. The non-traditional students viewed themselves as better spellers and as more successful in spelling. Students in both groups were about equally likely to choose spelling as one of their two favorite subjects. Finally, students in both groups spent almost equal amounts of time on-task.

Comparing Spelling Programs

Introduction

The inspiration for this study came from personal experience with children placed in a grade-level spelling text. During student teaching, students were taught spelling "traditionally," meaning that they completed text pages on Mondays, Tuesdays, Wednesdays, and Thursdays. On Fridays, a unit test was given, graded, and recorded.

From the first week of school a pattern was established for each student: some were successful each week whereas others were unsuccessful. The degree of success had little to do with effort or time spent studying. It became apparent that some students would never be able to spell these grade-level words, and other students already knew the words.

In this fourth grade class, there was one student that performed on Level One of the Qualitative Spelling Inventory. This meant that he was far below grade-level in spelling, and his error patterns demonstrated that he was a letter-name speller. Another student, in this same class, performed on Level Six of the

inventory, meaning he was an above grade-level speller. This fourth grade class had students both at the lowest and highest spelling levels, yet students were all expected to spell the same words. The Level One speller was not developmentally ready to spell on this level, and no amount of effort would lead to success. After several weeks this child stopped trying to succeed. On the other hand, the Level Six speller was successful each week without putting forth any effort, and without learning anything. As the weeks passed, this situation came to be viewed as more and more unfair.

This study was designed to find a better way to teach spelling. It is every teacher's goal to have their students succeed, and perhaps this study can shed light on how that can be achieved.

Background

The inappropriateness of some spelling instruction has been well documented in current spelling literature. Darrell Morris summed up the unfairness of some traditional teaching when he wrote that teaching

all students from a grade-level text "condemns several youngsters to a year of failure and frustration, and others to a boring, year-long run-through of what they already know" (1989). Some children simply are not able or developmentally ready to spell grade-level words, while others already know them. It is a misuse of traditional practice to expect children to learn words that are too difficult developmentally, or to have other children learn words they already know (Morris, 1989). In essence, grade-level materials are being used regardless of the students' developmental spelling ability (Morris, 1987). This research is in support of an opinion that teaching all students the same way may not necessarily be the best way to teach. Spelling instruction may be most effective through individualization.

If instruction is not individualized, then the individual students' differences are being ignored and, essentially, all students are assumed to be identical, which they are not (National Institute of Education, 1980). Individualization for reading and math is not a

new teaching strategy, and the concept of individualization of spelling instruction is not that extraordinary. There are differences across a group of students that affect spelling acquisition. Individualization addresses these diverse needs and can be used to improve instruction (National Institute of Education, 1980). It is very important to note that those best helped by individualization are ghetto or low socioeconomic students. These students have lower reading levels and are at a distinct disadvantage when using textbooks (National Institute of Education, 1980). Thus, one can increase the effectiveness of spelling programs through individualization of instruction, while addressing students' individual abilities and problems.

If a teacher wishes to individualize spelling instruction, first it is necessary to determine students' developmental levels (Morris, 1987). By analyzing students' spelling errors, they can be placed on a continuum of development (Henderson, 1985). Through analyzing spelling errors and invented

spellings, a student's possible achievement in reading and writing can also be viewed developmentally (Bear & Barone, 1989). There are five stages of spelling development. Many researchers have given the stages different names or emphasized different parts of development more, but the characteristics of each stage are the same.

Much of the recent spelling research is based upon Henderson's Teaching Spelling. This book comes highly recommended as a guide for spelling instruction in grades one through eight based on a developmental perspective (Morris, 1987). Henderson (1985) labelled the five stages of developmental spelling as follows:

1. Preliterate;
2. Letter Name;
3. Within Word Pattern;
4. Syllable Junction; and,
5. Derivational Constancies.

Comparing Spelling Programs

Temple and Gillet (1989) emphasize early development more as their stages are identified as:

1. Prephonemic;
2. Early Phonemic;
3. Letter Name;
4. Transitional; and,
5. Derivational.

Regardless of the names used, all agree on the basic development of spelling ability.

When children first begin to write, they use random letters and symbols, and the writing is unreadable. This writing is arranged in horizontal lines, so it can be assumed that an early writer knows that writing is arranged in the form of a word and along horizontal lines (Henderson, 1985; Henderson & Templeton, 1986; Morris, 1987; Bear & Barone, 1989; Temple and Gillet, 1989).

Spellers on the next level are able to represent isolated sounds phonetically with letters, but these spellings are incomplete. Later, long vowels are represented although markers such as the silent "e" are

omitted. Problems include short vowels, vowels in unstressed syllables, and word endings. Eventually these problems are solved and the spellings are nearly complete. There may be some problems with doubling consonants, and the use of silent markers. Also, word endings are still spelled phonetically. Finally, as most spelling patterns are mastered, there is only one developmental problem that remains. Students may not understand the relational patterns of words derived from the same source. This problem is alleviated as the speller reads a lot and is exposed to more and more derived patterns (Henderson, 1985; Henderson & Templeton, 1986; Morris, 1987; Bear & Barone, 1989; Temple and Gillet, 1989).

Using stages of developmental spelling, teachers can individualize instruction. Ideally, the students will be learning on their instructional levels. There are three functional levels: frustrational, instructional, and independent. On the independent level, students can learn and succeed without teacher instruction. Many children choose to read library

books on their independent levels since they can read without any help. On the frustrational level, students are unlikely to learn even with instruction. As the term implies, students become frustrated because the work is too difficult given the students' developmental levels. A student's instructional level is that level at which a student can learn when taught (Temple & Gillet, 1989). An instructional level is defined according to percentage of success at a certain level. The exact percentage is usually around 70% but varies depending on the researcher or even the classroom teacher.

Now that the spelling functional levels and developmental levels have been discussed, it is appropriate to return to why a program such as this may be used. A primary goal of using a non-traditional program is to improve success and self-esteem.

Hopefully, by individualizing instruction, student achievement will increase. When students are spelling on their instructional levels there is a much greater chance of success than when they are trying to spell

above their own developmental level. Even for the above grade-level spellers, instruction on their instructional levels will increase learning and success relative to their level of ability. Success is a vital part of a child's self-esteem. When faced with no success, a child's self-esteem is constantly battered. When a child is set up to be successful, self-esteem is enhanced. This decreases the chance of a child dropping out of school, since most dropouts are characterized by failure and low self-esteem (Harrison, 1983). Therefore, if we teach children on a level where they can learn, success and self-esteem are enhanced.

Specific studies on spelling achievement and self-esteem improvement have been inconclusive (Sweet & Burbach, 1977). This same study, by Sweet and Burbach, found a relationship between self-esteem and reading comprehension achievement (1977). Perhaps, this is significant since reading achievement is related to spelling achievement because both share word knowledge study (Weber & Henderson, 1989; Bear & Barone, 1989;

Morris, 1989).

Purpose and Rationale

The purpose of this study was to compare two different instructional spelling programs: a traditional grade-level textbook and a non-traditional word study. This study involved comparing these instructional approaches in four different areas:

1. Academic success of students;
2. Students' self-esteem;
3. Students' interest in spelling; and,
4. Time spent on-task/off-task.

It was expected that a non-traditional program taught at the students' individual instructional levels would produce positive results in all four areas. A student in the non-traditional group was expected to have higher grades, higher self-esteem, more interest in the spelling subject, and more time on-task than a student in the traditional group. Along the same lines, it was predicted that below grade-level students in the traditional group would be taught grade-level words, resulting in frustration, and then lower

academic performance, lower self-esteem, less interest in spelling, and less time on-task. It was expected that non-traditional group students would be at an advantage in all areas because their spelling program is aimed toward their individual needs.

If these expected results did occur, it could be assumed that a spelling program teaching to the students' instructional level (the non-traditional program) would be more beneficial than a program teaching only at grade-level (the traditional program).

Method

Subjects

There were a total of 38 students participating in the project: 18 in the traditional group and 20 in the non-traditional group. All of the students were third graders with a wide range of academic ability. These two particular classrooms were chosen because: (1) the spelling programs were so different from one another; (2) the programs had been in place for almost six months, or since the beginning of the school year; and, (3) the teachers were willing to cooperate. Therefore,

subjects were not assigned to either group by the experimenter, but had been assigned in those groups since school started in the fall. Furthermore, the effects of the different programs would be more pronounced since the programs had begun long before a research project was proposed.

Of the 38 students, only 34 completed the project. A project survey assessing self-esteem was administered while these four students (two from the traditional and two from the non-traditional) were either absent or out of the room for resource aid.

The study took place a city school in central Virginia. The school has kindergarten through fourth grade. A large portion of the student population is at-risk, and classes are characterized by a large majority of students below grade-level in language arts.

Apparatus

Before the Study

Several years ago, the City adopted a new approach to Language Arts evaluation and record keeping. All

students have a Language Arts folder which follows them from kindergarten to fourth grade. This folder contains writing samples as well as lists of novels read. Also of interest are results from Informal Reading Inventories as well as Qualitative Spelling Inventories. These inventories are coded in terms of percentage correct. This information can be used to place students into reading and/or spelling groups. The Qualitative Spelling Inventory results are of interest for this study. (The inventory is shown in Appendix A.) The Qualitative Inventory is used to assess students' word knowledge. The students' developmental level of word knowledge can be determined by looking at students' error patterns and invented spellings. Typically this information is then recorded into the Language Arts folder and not used for instructional purposes. In this study, the non-traditional teacher used this information to individualize spelling instruction.

During the Study

In the traditional classroom, the teacher used the text adopted by the city as the basis for instruction (Spelling Connections: Words into Language, Zaner-Bloser, 1988). In the non-traditional classroom, the teacher used no text, but developed appropriate word lists (based more on individuals' instructional levels) using a variety of sources.

A seven-question survey was used to assess self-esteem in regards to spelling and students' interest in the content area. The survey (Appendix B) was administered to 18 students in the non-traditional group and to 16 students in the traditional group.

Other materials include those used by the non-traditional teacher which will be discussed in subsequent sections.

Procedure

Before the Study

In the traditional classroom students had been using the textbook and covering units in order, one per week. In a typical week students would: on Mondays,

complete the text page "Words and Clues"; on Tuesdays, complete the text page "Word Study"; on Wednesdays, take a pre-test; on Thursdays, complete the text page "Word Sense," and; on Fridays, take the final unit test (see Appendices C, D, and E). Students were not grouped for spelling in any way and all were given the same list of words, regardless of reading or word knowledge levels.

In the non-traditional classroom, students had been grouped according to their word knowledge levels using the administered Informal Spelling Inventory results (see Appendix A, again.) The inventory was given beginning with the list of words immediately below grade-level. The teacher then looked at the results and went one level lower or higher for groups of children depending on their scores. This continued until the instructional level of each child was determined. Many researchers have defined instructional level differently. This teacher chose to define instructional level as success of 50 - 84% on a given grade-level.

The students were then divided into three groups based on these instructional levels. Ideally, there would be as many different groups as there are instructional levels, however, for management purposes the teacher limited the number of groups to three. (The inventory results and groupings are located in Appendices F and G.) As one might notice, it was necessary for the teacher to use more subjective information to place some students because their instructional level was not clear. Test results from mid-year have confirmed the appropriateness of these placement decisions. These three spelling groups coincide with reading group placements. Therefore, spelling and reading instruction took place during a language arts block with small groups of students similar in ability.

Each of the three groups receive different word lists which correspond to the word knowledge characteristic(s) that group is working to learn (Appendices H, I, and J). The non-traditional group follows a daily schedule that includes sorting words,

according to similar characteristics, and writing activities (see Appendix K).

During the Study

This study had three components: observations, surveys, and data collection.

Observations. During observation periods, systematic observations of on- and off-task student behaviors were recorded. Both testing and lessons were observed, and both teachers were interviewed informally about daily and weekly procedures, student behaviors and attitudes, etc.

Survey. Students in both groups were surveyed (again, see Appendix B). The survey was read to the students one question at a time, and students were asked to choose the best answer. Before the surveys were collected, they were checked to be sure that every question had been answered.

Data Collection. The data collection phase involved acquiring grades from the previous nine-week reporting period and corresponding reading levels. Students' names were not collected in reference to

grades.

Results

The study results will be discussed according to the different phases of the study.

Observations

During observations, students in the traditional group were observed to be on-task 61% of a 20 minute time period. On-task behaviors included working on the given assignment, asking the teacher or another student about the assignment, and other activities related to the classwork. In the non-traditional group, using the above criterion, students were on-task 63% of the time period. Elementary students average 70% of seatwork time on-task, plus or minus 10%. (Fisher et al., 1987.)

In addition to these qualitative results, some quantitative discrepancies were found as well. The directions given by the two teachers were different. In the traditional class, instructions were often material-oriented, such as, "For today's spelling lesson you need your spelling book, folder, and

crayons. I will give you paper." In contrast, the non-traditional teacher gave instructions that were more process-oriented, such as, "OK, let's look at our words" and "Then we're going to use them in a sentence and figure out how they're alike, because they are alike." These directions do not emphasize materials as those by the traditional teacher did.

There was a difference in feedback during testing, also. In the traditional class, tests were taken up and graded later in the day or even at a later date. In the non-traditional class, the teacher graded the tests immediately afterwards with the students by her side. Therefore, the non-traditional students have the advantage of immediate feedback, whereas traditional students' feedback may be delayed as long as over the weekend.

Survey

The survey results are slanted in favor of the non-traditional program in terms of self-esteem of students. On some questions, the non-traditional group clearly had higher self-esteem and a better attitude

towards spelling. When asked how much they liked spelling time in their classroom, 61% of the non-traditional students said they loved it compared to only 19% of the traditional students (see Table 1 and Graph 1). When students were asked about the difficulty of their spelling words, the results were less clear. Students in the non-traditional group tended to minimize the difficulty of their words more than their traditional group peers (see Table 2 and Graph 2).

Two survey questions were related to grades and self-esteem regarding grades. While 100% of the non-traditional group reports grades of O's (Outstanding) or a mixture of O's and G's (Good), only 56% of the traditional students made that claim (see Table 3 and Graph 3). Of course, all grade claims may not have been completely honest, but they are close to those grades actually given on report cards. When asked about how proud they were of their spelling grades, 83% of the non-traditional students said they were proud of their grades all the time, compared to only 44% of the

traditional group (see Table 4 and Graph 4).

Several other survey questions were designed to assess self-esteem. It was assumed that if students thought they could help anyone in the room with spelling that would signify higher self-esteem. In the traditional group 50% of the students said that they could help anyone in the room, compared to 61% in the non-traditional class (see Table 5 and Graph 5).

When asked what kind of spellers they were, 67% of the non-traditional students claimed to be great spellers, while only 44% of the traditional students made the same claim (see Table 6 and Graph 6).

Also on the survey, students were asked to chose their two favorite subjects. Twenty-five percent of students in the non-traditional group and 21.9% in the traditional group chose spelling as one of their two favorites (see Graph 7).

Data Collection

The grades were tabulated in relation to reading level (see Table 7). In this city, the Silver Burdett and Ginn reading series is the basal text used for

reading. In this series, Level 9 is on the third grade reading level. One student in Level 6 of the non-traditional group was not included because this student is a non-reader and does not have concept of word. Academically, students in Level 6 in the non-traditional group are more successful than Level 8 traditional students. Both classes have Level 7 and Level 9 readers. In spelling, non-traditional, Level 7 students are far more successful than their traditional peers (3.5 average to 1.67). A Level 9 comparison shows that both the non-traditional and traditional groups are successful. In fact, the non-traditional group has a slightly lower average, perhaps because their words may be more challenging since word lists in the non-traditional class are based on instructional level.

Discussion

Several points about the study need be mentioned. First of all, one of the survey questions ("I think the words in my spelling lesson are ...") was misinterpreted by the students perhaps because it was

vague. This question was intended to measure the difficulty of spelling words given each week. It was expected that non-traditional students was view their words as more appropriate (or "just right" according to the survey). This perhaps overestimates a third-graders ability to judge the appropriateness of a spelling list. Especially in the non-traditional class, where words are more appropriate and many students were more successful than they have ever been before, students had a tendency to believe the words were too easy for them. In essence, these students had to attribute their spelling success to something, and they chose to think that the words were easy rather than they themselves were successful.

Also on the survey was a question asking students to circle their two favorite subjects. Obviously students had realized by that point that the survey was about spelling. Perhaps this affected their responses.

In both the traditional and non-traditional classes, changes in normal procedures (having little to do with the study) may have affected study results. In

the non-traditional class, a long-term substitute was teaching. The substitute had been in place several months before the study began, and had by that time adjusted to the word study program. However, the presence of the long-term substitute may have had affects because of the changes in classroom management procedures. In other words, the amount of time spent on-task may have been different had the classroom teacher been present.

In the traditional classroom, an unbiased observation was not attained. At the onset of the observation, the traditional teacher announced to the class "Today, we're going to do something a little different." Following this announcement, the class did a drawing activity. Granted the spelling list for the week (homonyms) did lend itself to an activity of this sort, however it was quite unexpected by the experimenter. It was decided not to make another appointment for observation because, perhaps the traditional teacher would schedule another out-of-the-ordinary activity for that time.

It was also found that identified Learning Disabled students in the non-traditional class were not only being successful in spelling but they were taking home higher grades (Satisfactory) than ever before. This was not included in the results section since a comparative statistic was not available for the traditional group.

In conclusion, there is one other possible confounding variable. The non-traditional teacher, because she was willing to be innovative with the spelling curriculum, is very likely to have adopted similar "non-traditional" practices in other subject areas as well. The traditional teacher, on the other hand, is likely to be traditional in every other content area as well. It is possible that the non-traditional teacher had increased her students' self-esteem through non-traditional approaches in a variety of content areas rather than only through this spelling program.

Table 1

Survey Results:

I like spelling time in my classroom:

Response	Traditional		Non-Traditional	
A	3/16	19 %	11/18	61 %
B	4/16	25 %	1/18	6 %
C	5/16	31 %	5/18	28 %
D	2/16	13 %	0/18	0 %
E	2/16	13 %	1/18	6 %

Key:

A: I love it.

B: I like it a lot.

C: It's okay.

D: I don't like it very much.

E: I hate it.

Table 2

Survey Results:

I think the words in my spelling lesson are:

Response	Traditional		Non-Traditional	
A	2/16	13 %	5/18	28 %
B	4/16	25 %	6/18	33 %
C	7/16	44 %	5/18	28 %
D	3/16	19 %	1/18	6 %
E	0/16	0 %	1/18	6 %

Key:

A: Too easy all of the time.

B: Too easy most of the time.

C: Just right.

D: Too hard most of the time.

E: Too hard all of the time.

Table 3

Survey Results:

In spelling I usually get:

Response	Traditional		Non-Traditional	
O's	5/16	31 %	10/18	56 %
O's & G's	4/16	25 %	8/18	44 %
G's & S's	6/16	38 %	0/18	0 %
S's & N's	0/16	0 %	0/18	0 %
N's & U's	1/16	6 %	0/18	0 %

Key:

O: Outstanding

G: Good

S: Satisfactory

N: Needs Improvement

U: Unsatisfactory

Table 4

Survey Results:

I am proud of the grades I get in spelling:

Response	Traditional		Non-Traditional	
A	7/16	44 %	15/18	83 %
B	1/16	6 %	2/18	11 %
C	4/16	25 %	1/18	6 %
D	2/16	13 %	0/18	0 %
E	2/16	13 %	0/18	0 %

Key:

A: All of the time.

B: Most of the time.

C: Sometimes.

D: Not often.

E: Never.

Table 5

Survey Results:

I think my spelling is good enough that I can help other people:

Response	Traditional		Non-Traditional	
A	8/16	50 %	11/18	61 %
B	1/16	6 %	1/18	6 %
C	4/16	25 %	5/18	28 %
D	1/16	6 %	1/18	6 %
E	2/16	13 %	0/18	0 %

Key:

A: I can help anyone in the room.

B: I can help a lot of people in the room.

C: I can help some people in the room.

D: I can only help the people in my reading group.

E: I can't help anyone.

Table 6

Survey Results:

I think I am a (an) _____ speller.

Response	Traditional		Non-Traditional	
great	7/16	44 %	12/18	67 %
good	4/16	25 %	3/18	17 %
okay	3/16	19 %	2/18	11 %
bad	1/16	6 %	0/18	0 %
horrible	1/16	6 %	1/18	6 %

Table 7

Grades and Reading Levels

Reading Level	Traditional	Non-Traditional
6		G
		G
		S
		S
		O
		mean = 2.8
7	S	G
	N	S
	G	O
	N	O
	N	O
	S	O
	mean = 1.67	mean = 3.5

Table 7 Continued

Grades and Reading Levels

Reading Level	Traditional	Non-Traditional
8	O	
	S	
	N	
	G	
	G	
9	O	O
	G	O
	O	G
	O	G
	O	G+
	O	O
	O	O
		O
	mean = 3.9	mean = 3.7

Grade Key:

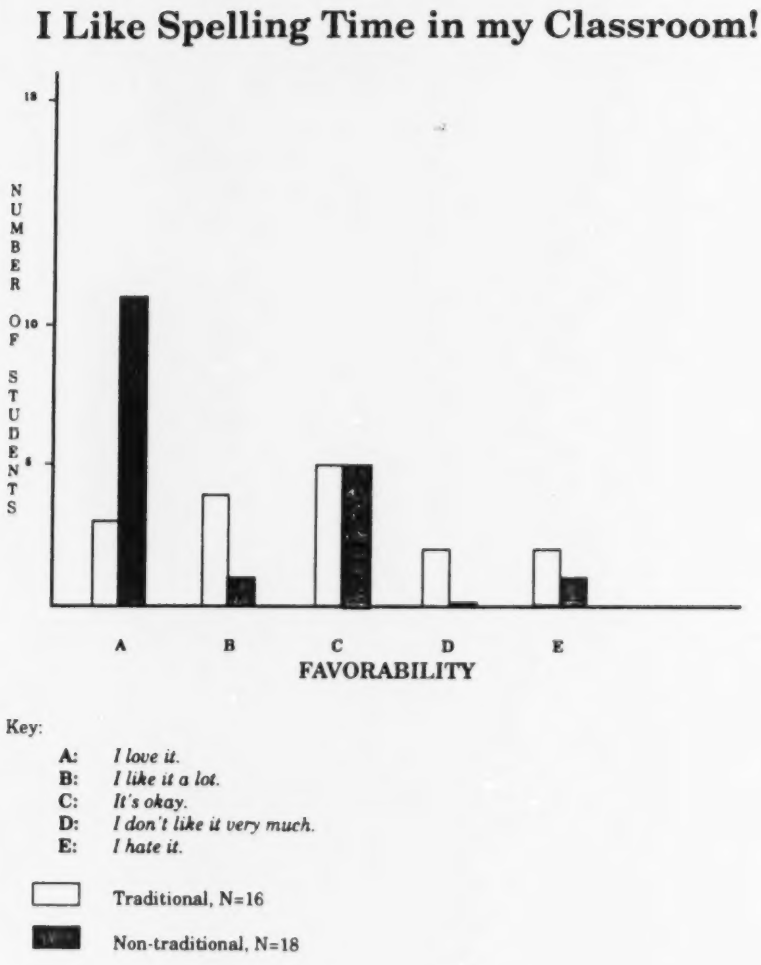
O: Outstanding; 4.0 G: Good; 3.0

S: Satisfactory; 2.0 N: Needs Improvement; 1.0

U: Unsatisfactory; 0.0

Graph 1

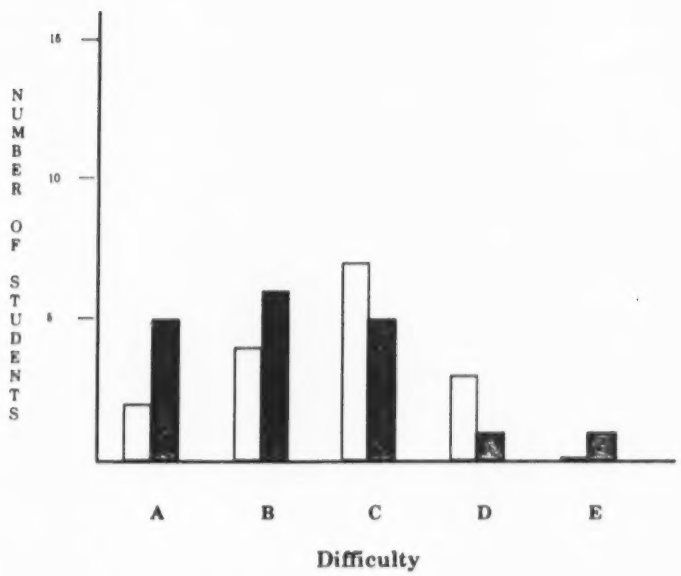
Survey Results



Graph 2

Survey Results

I think the words in my spelling lesson are:



Key:

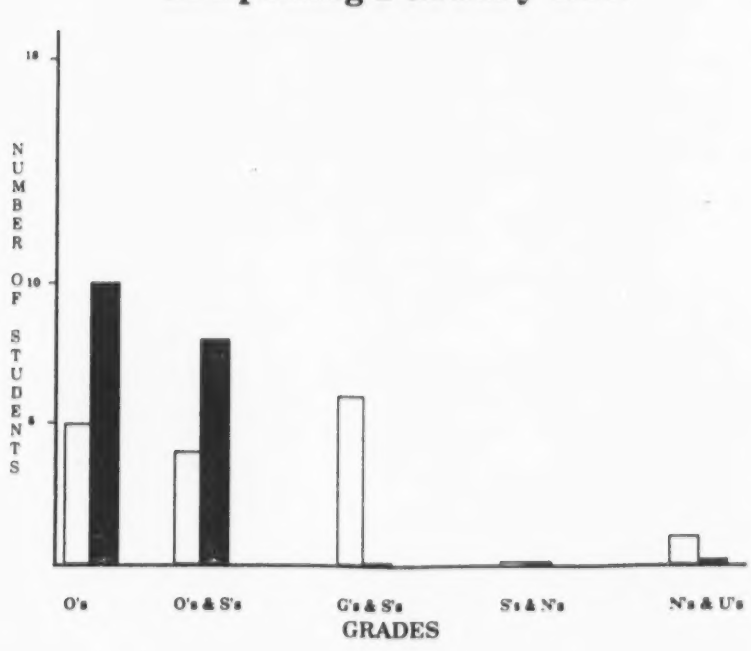
A: *Too easy all of the time*
B: *Too easy most of the time*
C: *Just right*
D: *Too hard most of the time*
E: *Too hard all of the time*

Traditional, N=16

Non-traditional, N=18

Graph 3

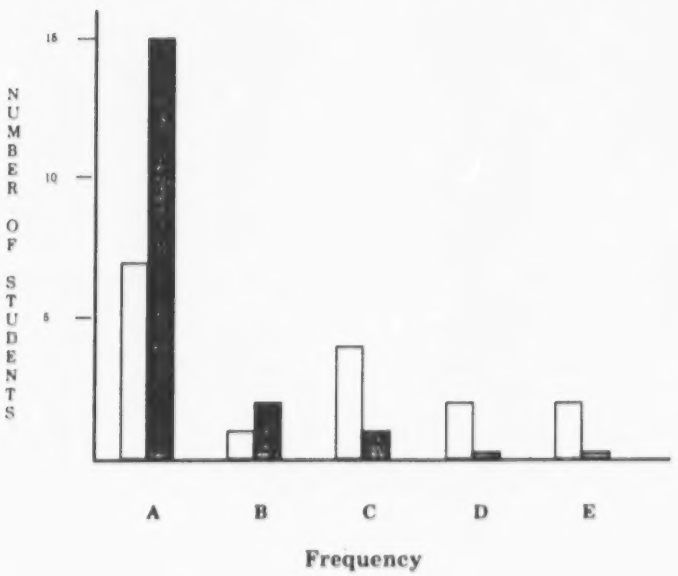
Survey Results



Graph 4

Survey Results

I am proud of the grades I get in spelling!



Key:

A: *All of the time*
B: *Most of the time*
C: *Sometimes*
D: *Not often*
E: *Never*

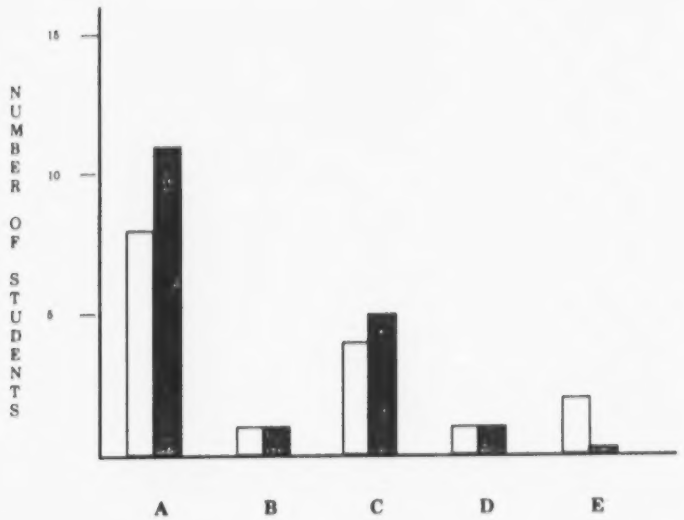
Traditional, N=16

Non-traditional, N=18

Graph 5

Survey Results

I think my spelling is good enough that I can help other people.



Key:

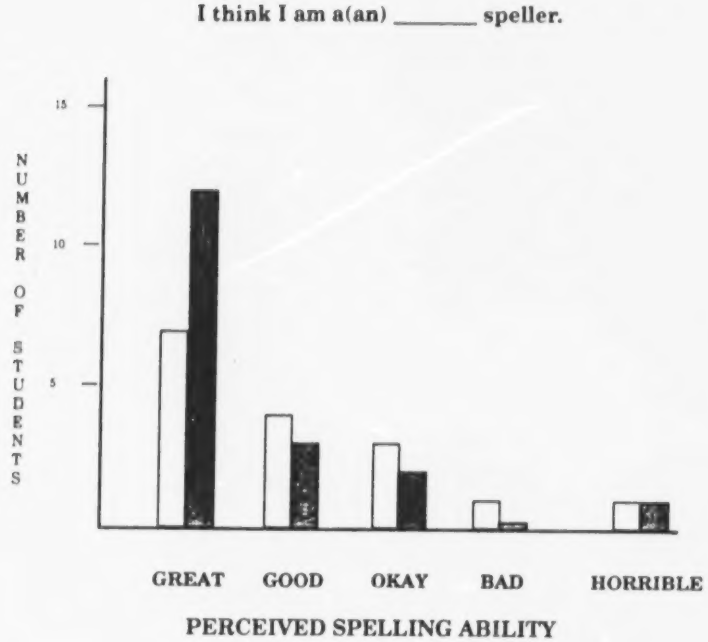
A: *I can help anyone in the room.*
B: *I can help a lot of people in the room.*
C: *I can help some people in the room.*
D: *I can only help the people in my reading group.*
E: *I can't help anyone.*

Traditional, N=16

Non-traditional, N=18

Graph 6

Survey Results

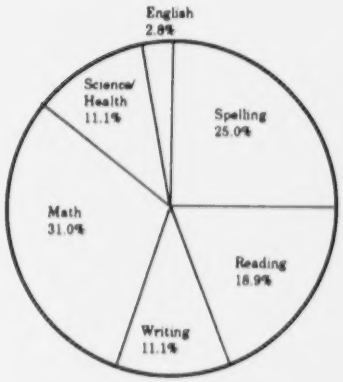


Graph 7

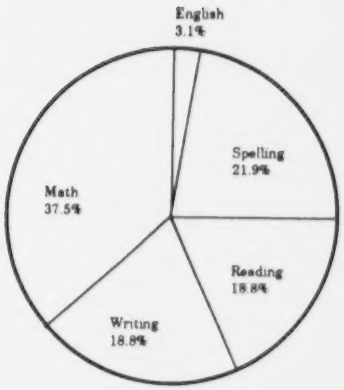
Survey Results

Favorite Content Areas

Non-traditional



Traditional



Appendices

Appendix A

Schlagal's Qualitative Inventory of Spelling (1989)

Level I	Level II	Level III	Level IV	Level V	Level VI
girl	traded	send	force	lunar	satisfied
want	cool	gift	nature	population	abundance
plane	beaches	rule	slammed	bushel	mental
drop	center	trust	curl	joint	violence
when	short	soap	preparing	compare	impolite
trap	trapped	batter	pebble	explosion	musician
wish	thick	knee	cellar	delivered	hostility
cut	plant	mind	market	normal	illustrate
bike	dress	scream	popped	justice	acknowledge
trip	carry	sight	harvest	dismiss	prosperity
flat	stuff	chain	doctor	decide	accustom
ship	try	count	stocked	suffering	patriotic
drive	crop	knock	gunner	stunned	impossible
fill	year	caught	badge	lately	correspond
sister	chore	noise	cattle	peace	admission
bump	angry	careful	gazed	amusing	wreckage
plate	chase	stepping	cabbage	reduction	commotion
mud	queen	chasing	plastic	preserve	sensible
chop	wise	straw	maple	settlement	dredge
bed	drove	nerve	stared	measure	conceive
	cloud	thirsty	gravel	protective	profitable
	grabbed	baseball	traffic	regular	replying
	train	circus	honey	offered	admitted
	shopping	handle	cable	division	introduction
	float	sudden	scurry	needle	operating
			camel	expression	decision
			silent	complete	combination
			cozy	honorable	declaration
			graceful	baggage	connect
			checked	television	patient

Appendix B

Project Survey

1. I like spelling time in my classroom.

   A. I love it.
   B. I like it a lot.
   C. It's okay.
   D. I don't like it very much.
   E. I hate it.

2. I think the words in my spelling lesson are:

   A. Too easy all of the time.
   B. Too easy most of the time.
   C. Just right.
   D. Too hard most of the time.
   E. Too hard all of the time.

3. In spelling I usually get:

   A. O's
   B. O's and G's
   C. G's and S's
   D. S's and N's
   E. N's and U's

4. I am proud of the grades I get in spelling.

   A. All of the time.
   B. Most of the time.
   C. Sometimes.
   D. Not often.
   E. Never.

Appendix B Continued

Project Survey

5. I think my spelling is good enough that I can help other people.

   A. I can help anyone in the room.
   B. I can help a lot of people in the room.
   C. I can help some people in the room.
   D. I can only help the people in my reading group.
   E. I can't help anyone.

6. I think I am a (an) _____ speller.

   A. great
   B. good
   C. okay
   D. bad
   E. horrible

7. **Circle** your **two** favorite subjects:

   English Math Reading

   Science/Health Social Studies

   Spelling Writing

Appendix C

Traditional Text Page: "Words and Clues"

UNIT 22 WORDS AND CLUES

1. air
2. fair
3. hair
4. pair
5. chair
6. bear
7. pear
8. wear
9. care
10. bare
11. hare
12. fare
13. where
14. there
15. their

Target Skill

The r-controlled vowel sound you hear in **air**.

A. Write the spelling words that have the **âr** sound spelled **air.** Circle the letters that spell the **âr** sound.

B. Write the spelling words that have the **âr** sound spelled **ear.** Circle the letters that spell the **âr** sound.

C. Write the spelling words that have the **âr** sound spelled with a **vowel-consonant-e** pattern.

D. Write the spelling word that has the **âr** sound spelled **eir.**

92 r-controlled vowel /âr/

Appendix D

Traditional Text Page: "Word Study"

WORD STUDY

A. Vocabulary Match the homophones on the left with the ones on the right. Write each pair of homophones.

1. **fair**	**pair**	**air**
2. **pear**	**their**	**fair**
3. **hair**	**fare**	**hair**
4. **there**	**hare**	**pair**
		chair
		bear
		pear
		wear
		care
		bare
		hare
		fare
		where
		there
		their

B. Proofreading A word is misspelled in each sentence. Write the words correctly.

1. Tell me whare we are going!
2. Do you plan to go out with baer feet?
3. The sign said, "Do not feed the bare."
4. Sam will ware his new hat today.

C. Structure Write the spelling word that fits each clue.

1. What word is left when you remove the **h** from **hair?**
2. What word is made by adding **ch** to **air?**
3. What word is made by adding **c** to **are?**

93

Appendix E

Traditional Text Page: "Word Sense"

WORD SENSE

air
fair
hair
pair
chair
bear
pear
wear
care
bare
hare
fare
where
there
their

A. Write the spelling word that fits each clue.

1. What is a feeling of worry or concern?
2. What spelling word is part of the compound word **wherever?**
3. What do we call the mixture of gases that we breathe?
4. What word means to put on?
5. What is a piece of furniture that you sit on?

B. Write the spelling word that belongs in each sentence.

1. The umpire wants to keep the game ___?___.
2. Children under twelve only pay half ___?___.
3. A rabbit is sometimes called a ___?___.
4. Melanie wears her ___?___ in a braid.
5. I have a new ___?___ of shoes.
6. Who would like to eat this sweet ___?___?
7. Brian saw a large grizzly ___?___ in the woods.
8. The grass tickles my ___?___ feet.
9. They took ___?___ toys home with them.
10. We can visit ___?___ if you like.

94

Appendices C, D, and E taken from Spelling Connections: Words into Language, Grade 3, Zaner-Bloser, Inc.

Appendix F

Inventory Scores

	Grade-Level					
Name	I	II	III	IV	V	VI
A	32*	24				
B	28	60*	8			
C		88	68*	43		
D	60	40*				
E	20	20*				
F		92	64*	43		
G	20*	12				
H	80	60*	20			
I		92	72*	47		
J	76	72	48*			
K	28	40*				
L	0*	0				
M	76	76*	24			
N	16*	8				
O	88	68	36*			
P		84	52*	57		

Appendix F Continued

Inventory Scores

	Grade-Level					
Name	I	II	III	IV	V	VI
Q	56*	20				
R	88	88*	27			
S		100	84*	70	47	
T	56*	44				

* Assessed instructional level

Appendix G

Non-Traditional Class Groups

Yellow Group:	Green Group:
A	B
G	D
L	E
N	H
Q	K
T	M

Red Group:

C

F

I

J

O

P

R

S

NOTE: The red group is reading and spelling on grade-level; the yellow and green groups are below grade-level in reading and spelling.

Appendix H

Non-Traditional Class: Yellow Group's Words

both	teeth	much
each	with	peach
dish	cloth	
wash	bush	
wish	porch	
fourth	such	

Appendix I

Non-Traditional Class: Green Group's Words

crack	rock	panic
kick	knock	topic
quick	chick	
stick	music	
thick	picnic	
sock	plastic	

Appendix J

Non-Traditional Class: Red Group's Words

maybe	crayon	doorway
mayor	layer	highway
daylight	daydream	hooray
player	today	okay
playful	birthday	
playground	someday	

Appendix K

Non-Traditional Class: Daily Schedule of Activities

Word Study Notebooks

Mon: ① Cut word cards (Put name on back of each.
*② Write each spelling word 5 times each.

Tues: ① Sort at seats.
*② Write and Draw.

Weds: ① Sort at seats.
*② Write a sentence with each spelling word.

Thurs: ① Sort at seats.
*② Use the words in a story (Paragraph)

Fri: ① Sort at seats
*② Word Hunt (individual)
Alphab Order

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